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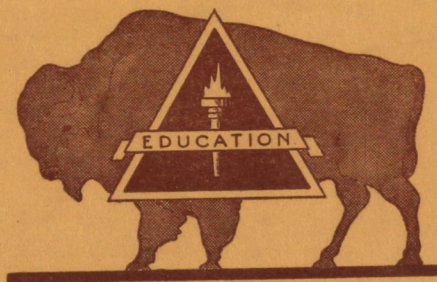
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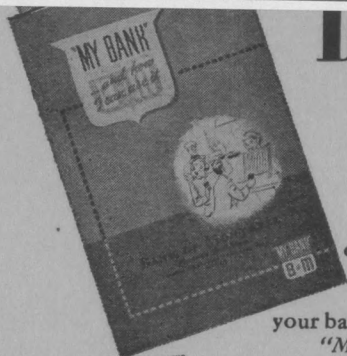
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December, 1951



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# The University of Manitoba

## FACULTY OF EDUCATION

BULLETIN No. 15 — DECEMBER, 1951

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# *Introduction*

PRESIDENT A. H. S. GILLSON

I AM particularly glad to write a short introductory note to the present issue of the Faculty of Education Bulletin. This is the year of change, not only because of the retirement of Dr. D. S. Woods from the Deanship of the Faculty which he created, but because of the very rapid growth of the Faculty and the success of the off-campus courses.

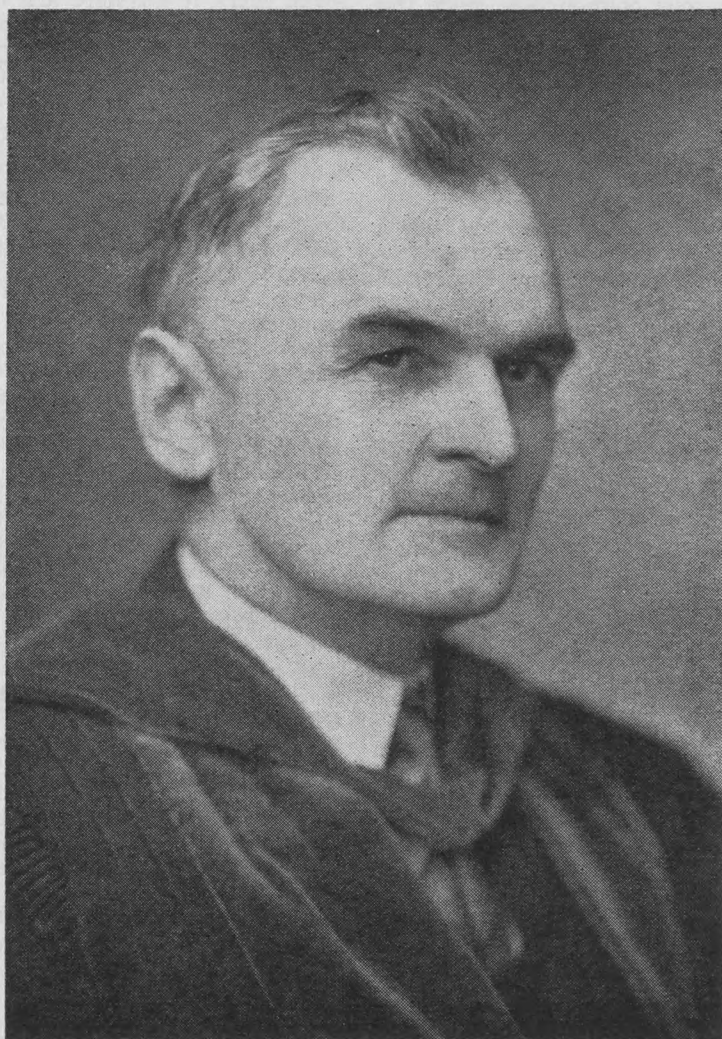
It is the function of a provincial University to meet the needs and raise the level of Education of all the people in the Province. The Faculty of Education has led the University out into the Province and brought culture and advanced training to the outposts. It is pioneering effort and initiative of this type which should characterize the work of a prairie University and I am glad to see that the policy of the Faculty is to extend and enrich the University's offerings to the Province.

It is also very encouraging to see the great support and enthusiasm given to the off-campus courses. Obviously, teachers welcome the University professors into their midst with open arms, and show their appreciation by very diligent application to their studies. The exceptionally good relations between University and Province established by these courses augurs well for the future.

I am glad, too, to support the increased facilities and amenities of our Faculty Building, and I hope that it will not be too long before we can increase still further the staff of the Faculty, in order to cope with this tremendous increase in the demand for University services.

Finally, may I extend on behalf of the University, a warm welcome to our new Dean of Education—Neville V. Scarfe, of the University of London Institute of Education, England, who in the short time that he has been with us has engendered genuine enthusiasm amongst all those with whom he has come in contact.





D. S. WOODS

# DAVID SCOTT WOODS

An Appreciation by DR. ELEANOR BOYCE

AN outstanding American educator lecturing at the Summer School in Winnipeg in 1949 raised this question: "Who, in your opinion, has made the greatest contribution to education in Manitoba?" The first name offered was "D. S. Woods." Thus without consultation, without hesitation, Inspectors, Normal School officials and staff, high school and elementary teachers paid voluntary, spontaneous tribute to a great man in education.

To many of those present it was a public acknowledgment of a professional debt, for most teachers in Manitoba who have attained prominence in their profession owe deep and sincere thanks to D. S. Woods. They owe thanks for his interest, his encouragement, his practical help, and, above all, for his professional example.

Few men, indeed, have had the vision in education that was given to him. Fewer still have had the health, the courage and the personal drive to struggle and achieve that vision against such odds. The unflagging devotion of all his years has gone into making that vision a reality.

David Scott Woods was born December 29, 1884 on a farm in Bruce County, Ontario. His parents had come to that province from northern Ireland. He attended a one-room rural school grades I through IX and then attended Paisley two-room high school, from which he was graduated June 30, 1902. After a few months spent at Kincardine Model School he was granted a teaching certificate and began his career in S. D. No. 14 in Ontario. With his training and from this beginning grew our present David Scott Woods, M.A., M.Ed., Ph.D. His personal story is a splendid example for those who wonder how they can teach and still find time for the self-improving professional activities that they wish to undertake.

"D. S." taught  $2\frac{1}{2}$  years in Ontario and then came to Manitoba in August, 1905. His first teaching in this province was in Hillsdale School, Griswold. From where he went to Minitonas Village School where he remained until 1909.

In that year "D. S." was appointed supervising principal of Dauphin Public Schools, a post he held for over seven years. It was here that his amazing energy, his ability to organize and initiate "the new" in education and his unlimited personal drive brought him to the front of the teaching profession. A few of his activities and interests at that time were: member of the Manitoba Football Soccer Team (Provincial Intermediate Champions, 1908), Scout Commissioner for Northern Manitoba, manual training teacher, organizer of playgrounds, sewing classes, kindergarten and cadet corps in the Dauphin Schools. He had the power then as now, to communicate enthusiasm, so what he initiated flourished.

The Department of Education made "D. S." an Inspector of Schools on March 1, 1915. In his first five months as Inspector in the Swan River District he organized the Swan Valley Field Day—the first Division Field Day in Manitoba. In the Miami-Belmont Division, where Inspector Woods next supervised, he introduced field days, ice meets, exhibitions of school work, as well as oral and musical contests.

It was during his period of school inspection that he was invited to act as Director of the Manitoba Summer School. For twenty years he directed the growth of that school until he saw it reach an enrolment exceeding 1,400 students—the outstanding institution of its kind in Canada. In 1920 for the first time courses in grade twelve subjects were offered at the Summer School, and teachers now found it possible to proceed to coveted degrees by way of these summer courses.

Although married since 1906 and with a family of six children coming along, Inspector Woods was on his way to professional self-improvement. Without assistance he studied and completed his grade twelve and the professional requirements for a First Class Certificate. In addition he followed extra-mural courses and received a B.A. degree from Queens in 1918, and an M.A. from Manitoba in 1926.

Aware of the inadequacy of profes-

sional training for supervisory work, "D. S." later began to attend classes at Chicago University. These courses were sandwiched in during the winter months when inspection work was light. The University of Chicago granted him a Master's Degree in Education in 1930 and a Ph.D. in 1935.

It is interesting to note that the graduate work leading to a Doctor's Degree was begun when D. S. Woods was 44 years old.

Many grateful teachers believe that Dr. Woods' work as the first Dean of the Faculty of Education, organized in 1935, is his major contribution to education in Manitoba. They look to the 350 who have graduated in the degrees of Bachelor of Education and Bachelor of Paedagogy, to the 60 graduates in Master's Degrees to whom D. S. was personal advisor and guide; to the 2 in Doctor of Philosophy Degrees who know full well how Dean Woods spent himself in their behalf. Other teachers who have the good fortune to attend the evening classes in Education at the Broadway site believe that that project is Dean Woods' greatest contribution. Out-of-town teachers travelling amazing distances to attend Saturday morning University classes in Dauphin, Brandon, or Winkler affirm that by bringing the University to the country, Dean Woods has done the impossible. All, however, are agreed that "D. S." is responsible for giving an opportunity to large numbers of teachers to obtain university degrees, teachers who might otherwise be denied that privilege. And because of his interest there is arising a significant increase in the number of university graduate teachers in rural Manitoba.

Dr. Woods has also acted on every important committee dealing with education in this province. At one time he was President of the M. E. A.

Along with these professional undertakings Dean Woods found energy to accept such burdensome honours as general secretary to several major committees, including:

1927—60th Anniversary of Confederation.

1930—60th Anniversary of Formation of Manitoba as a Province.

1935—Silver Jubilee Celebration of King George V.

1937—Coronation Celebration of King George VI.

1939—Reception to Their Majesties on the occasion of their visit to Canada.

In 1931-32 he filled the office of Grand Master of the Masonic Grand Lodge.

From this brief survey of an exceedingly busy and worth-while life one can easily predict that a variety of interests will continue to motivate Dr. D. S. Woods. In his fiftieth year as a teacher he is still looking forward. Retirement as a period of rest is never mentioned. He will relax in doing the things he planned to do and for which he found too few hours, such as professional writing, farming, and sports.

It is to be hoped that the "Dean," as he will remain to many, will write a history of Canadian education, for he has been a vital part of that history during a very important time. It is to be hoped, too, that he will find additional time to use his curling broom, his golf clubs, and his shotgun. Much of his time will be devoted to his farm. There he has been experimenting and

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refining his experiments, like the real scientist he is, and in that work he will find his true recreation.

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years of splendid service that he has given to the teaching profession here, and "D. S.'s" teachers in sincere thankfulness wish him "ad multos annos."

## Appreciation of "D. S."

An Appreciation by DR. R. O. MACFARLANE

IT is almost half a century since "D. S." as all his friends—and they are very many—call him, gave heed to the famous advice of Horace Greeley, "Go West, young man." He left Bruce County, Ontario and came to Winnipeg. What the West has done for him since then and what he has done for the West is worth the careful study of anyone who is interested in education and particularly of anyone who is thinking of entering the teaching profession.

For Doctor Woods came up the hard way. As soon as he could, after his arrival in Manitoba, he took the old Second Class Normal training in Winnipeg and so obtained his first teacher's certificate. There is a saying in the Army that it is the first stripe which is the hardest to get, and young D. S. did not intend to stop with one stripe in his chosen profession as a teacher. He taught in one-room rural schools, then at Minitonas for three years where he got his Grade XII standing. Whilst at Dauphin he secured his First Class certificate and immediately started on an arts course extra-murally with Queen's. He graduated in 1918; then, still teaching and later inspecting schools, he set out on the task of obtaining a Master's degree, again extra-murally, this time with the University of Manitoba. He majored in History and Political Science and received his M.A. in 1926. Then at 44 years of age he started specialized studies in Education with the University of Chicago, gaining his M. Ed. in 1930 and his Ph.D. in 1935.

Those who remember D. S. in his earlier career in rural Manitoba will recall especially the energy and enthusiasm and the pioneering spirit he brought to his work both as a teacher and as an Inspector of Schools. In the latter capacity he was one of the first to introduce large-scale field-days and local ice-meets. He did especially fine work in the promotion of rural musical

festivals for he was never happier than when he was promoting some new and significant educational activity.

But Doctor D. S. Woods' chief contribution to Education has undoubtedly been his work with teachers in the Summer Schools of Manitoba and in the Faculty of Education, in both of which he has manifested the same pioneer spirit of his early days. Since the organization of the Faculty in 1935, and his appointment as its first Dean, he has taken a leading part in the training of some 900 student-teachers who have graduated with diplomas or the degrees of B.Ed. and B.Paed., and have so raised their professional standing. He is particularly proud of his 58 students who have received, after specialized studies and research which he has been largely instrumental in stimulating, their degrees as Master of Education. He can point, too, to eight of these who have later gained their Doctorate. The great majority of these ex-students of his are now doing important work on the faculties of universities and normal institutions in Western Canada, in the schools of Manitoba, or on the administrative and supervisory staff of the Department of Education.

But Dean Woods will be the first to confess that nearest to his heart have been the hundreds of graduates who have taken their Diploma Course in the Faculty and are now teaching in our schools. To them he was "D. S.," as well as 'the Dean,' and his close relationship with these students, his personal interest in their welfare, and his ever-ready encouragement and assistance have been factors of the first importance, not only in the lives of these young men and women but also in the whole field of education in Manitoba. He leaves his mark on our school system so deep that it will not soon be obliterated.

# Appreciation of "D. S."

An Appreciation by DR. H. McINTOSH

DR. D. S. WOODS has had for many years contact with the Winnipeg School system; contact that has been very valuable to the system. Dr. Woods can claim a larger share than can any other person in the development of staff interest in professional training beyond the level of certification. He not only encouraged such work and advised on it, but he did much to make it possible for teachers and principals to obtain graduate training. This matter of graduate training is tied up to an interest in research on school problems, and here Dr. Woods' own interest and direction played a very important part in focussing attention on such problems and in directing attempts at their solution.

In his contacts with the schools through their use in the training of faculty students, Dr. Woods has been most co-operative and understanding.

He has used all the facilities the schools could offer and has adapted his program to the needs of the schools as well as to the needs of the faculty students.

Dr. Woods has given very valuable assistance in the staffing of schools. His intimate knowledge of the teaching personnel with university training has helped very much in this field. While his influence in the training of teachers has been province-wide — and more than province-wide—it has had quite special value to the Winnipeg system.

I am sure that I am correct in saying that every one connected with the work of administration of the Winnipeg Schools holds Dr. Woods' work in high esteem, and trusts that he may long enjoy the satisfaction that should come to him from realizing that he has done long and effective service for education.

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# "A New Era in the Faculty"

D. S. WOODS

TO go forward, lured by new ventures in teaching and study, keeps the heart and mind warmed to all the fine association of the past and intrigued by pleasant possibilities for the future. Thirteen years teaching across grades one to eleven; forty-one years of Summer Session activity as a student, a teacher or director; twenty years as an inspector of schools, and twenty-one years since organizing the first graduate class in education — much of each experience overlapping of course—but all, adding up to foundation for a fresh start. There are other educational worlds to conquer with time to pursue them at more leisurely pace, I hope. The present academic year affords some opportunity to level off at a pace befitting one's energy. But, it is not of the New Era in my own experiences of which I would write. Rather, that pertaining to the Faculty of Education, my last love.

The occasion is timely for a word of welcome and introduction on behalf of Dean Scarfe in whose success I am concerned as much as were it my own. He will render an excellent account to the University, the faculty, to its many graduates and friends, and to the larger public in which it serves. He has all the enthusiasm of a real teacher for his students. He has learned the great truths that sympathy, with all who come to learn, and solid workmanship are the only standards to acceptance and to fame in this profession. These qualities require neither defence nor self-laudation. In subtle fashion they quietly flow all-down the blood stream and are evaluated at their service worth. The future of the faculty is secure regardless of minor mishaps along the way.

Dean Scarfe's point of view, both as to the means to learning and status of the profession is well in line with modern needs and efforts to bring science as well as philosophy to the growth of an adequate structure for the school training of all the children of all the people, the greatest civic responsibility which government has un-

dertaken in any age. All previous educational undertakings of importance in Europe, whence we stem, served a patrician class. The vigour and brilliance of the Italian Renaissance could neither be financed nor passed on to an ignorant populace. Neither could the formalism of the classical centered, adult-minded attitude and methods of North-Western Europe continue as the programme in a day when scientific inquiry was bursting old seams wide open, and sense-realism, rather than linguistic mental gymnastics, was being recognized as the road to the learning of children and young folk, maybe even to the majority of adults. The process of adapting matter and method to the learning needs of children, representative of every type of culture and of interest, regardless of social status has had an unbroken line of advocates for centuries. However, not until the need of educating all was accepted in principle; not until ability to organize, institutionalize and finance a total programme was possible; not until then could sense-realism find an effective place in the approach to matter and method for learning purposes; and not until scientific method had become firmly fixed and rather generally accepted could school practices be modified. The process of modification is but under way. We are in the midst of effecting a change in school procedure of the quality and significance of another Renaissance. This time, however, recognizing all persons and the many means available for real educational experience.

That, of course, presents a foremost challenge to a faculty of education operating at the university level. Vigorous leadership is a first essential. Dean Scarfe is fully aware of the nature and magnitude of the problem. It was indeed gratifying to myself to discover almost immediately, that we had the same philosophy and that the faculty would go forward as a library-laboratory, field-practice, and experi-

(Continued on page 26)



# THE NEW DEAN



**N**EVILLE Vincent Scarfe was born on March 8th, 1908, on a small farm in central Essex some thirty-five miles north-east of London, England. His parents were poor but unusually enlightened for rural folk.

At the age of five he walked 2½ miles each way to the local village school on the hill above the valley farm. Until he was ten he attended this one room all grade school and then had the good fortune to be granted a seven year scholarship to attend King Edward VI Grammar School, Chelmsford, Essex, which lay about seven miles away and to which he cycled daily. At the high school he was consistently top of his classes and eventually achieved the only scholarship then available to proceed to the University. He was admitted to the honour school of Geography, with a minor in history, in the University of London. Here at the age of nineteen in a university with thirty thousand students he was placed first in the final examination for his Bachelor of Arts degree. He was probably one of the youngest men ever to be placed head of the University list in the final honours examination.

After graduation he took a years professional training at the University of London Institute of Education where he studied under such famous people as Sir Percy Nunn and Sir Cyril Burt.

At the age of 20 he was appointed Senior Geography Teacher at a large high school for boys in Derby. English high schools include grades seven to twelve and geography is taught in all grades. In Bemrose School, Derby, there were over 600 boys of high academic ability and several teachers were employed to teach geography. Neville Scarfe was responsible for organizing and planning the syllabus,

textbooks and methods of instruction in geography.

Within a few years he was asked to become lecturer (Assistant Professor) in Geography at the University of Nottingham. Here he completed a Master's degree in Geography in 1932.

When the great James Fairgrieve retired from his preeminent position as head of the most famous school concerned with the teaching of geography in the Commonwealth, Neville Scarfe, still only 27 years old, was appointed to fill his place.

From 1935 until 1951 Neville Scarfe played an important part in the educational world of Britain particularly in research work connected with the teaching of Geography. Because of the advances made in the teaching of Geography by Fairgrieve and Scarfe Britain has never had any trouble about getting Geography taught at all grade levels. Geography in Britain is probably the most popular of all subjects in the curriculum and so the need for Social Studies has not developed there.

Like many others Neville Scarfe saw six years of war service. He was Director of Press Censorship with the Ministry of Information. Having studied and travelled widely on the continent of Europe it was not unnatural that he knew several languages as well as the battle area itself. He was called in during the first few days of the war to deal specially with newspaper correspondents from European countries. He was soon promoted to be director of all press censorship and so played his part by keeping a tight hold on war secrets. While he was on war work Mrs. Scarfe, who is also an honours graduate in geography and an experienced high school teacher, carried on her husband's work at the University, at least until Colin, their eldest son was born.

Dean and Mrs. Scarfe were married in 1936 and have three sons, Colin, Brian and Alan. The family had already tasted life in North America before

being invited to come to Winnipeg. In 1948-49 they were located in Syracuse, New York State. They were on an exchange with Professor H. S. Ganders, Dean of the School of Education at Syracuse University. The two professors exchanged jobs and houses and cars so that the exchange was a family exchange as well as a professional one.

Because of his research work in the Teaching of Geography Unesco chose Dean Scarfe to head up their Inter-

national Seminar on "The Teaching of Geography for International Understanding" which was held in July and August 1950 at MacDonald College, McGill University. Over 50 experts from 22 nations were gathered together and Dean Scarfe acted as coordinator and wrote the final report.

We are glad to welcome this widely travelled "international alien," as his former travel visa described him, to our midst.

## "First Impressions"

PROFESSOR N. V. SCARFE, *Dean of Education*

**F**IRST impressions are often wrong not only because based on inadequate data and study, but because viewed in the light of assumptions suitable only to another area. On the other hand the premature statement of impressions throws valuable light on the predilections and outlook of a newcomer who dares to jump in where angels fear to tread.

The greatest surprise to me when I arrived in the Faculty of Education was the amazing similarity between my views and those of my great predecessor D. S. Woods. At once we understood each other. We had both come up the hard way; we were both sons of the soil; we both had enormous respect for practical experience. It was a great delight to find teaching practice playing an all important part in the Diploma course, and to find special arrangements for demonstration and discussion lessons. I do not think I can ever live up to the enormous energy and vitality of D. S. Woods but I hope that I shall never let down the very high standards he has set. Certainly he has set the highest standards for education in Canada. Again I can only hope to emulate the selfless devotion to the cause that has won him so many friends in Canada. My first impression is a very happy one, for I have fallen into a situation I understand and into a tradition which I wish to foster.

The impressive things about Manitoba are its size and the difficulties and frustrations that result from that fact. People are so thinly and evenly spread over the bulk of the land that many

one room rural schools still exist. Despite the miracles of a few devoted saints who can make these schools educational, such a system cannot be very efficient or attractive to teachers. Poor equipment, a lonely existence, difficult communications and a long bitter winter are sufficient to daunt even the best and most ardent teachers. No wonder many schools must make do with young inexperienced and untrained people. The problem of the rural school and dispersed population is amazingly difficult, and cannot be solved without greatly improved road transport or a boarding school system. It would be well if the solution were as easy as that but there are many other complicating factors, which are also a result of the great distances and the isolating winter conditions.

The itemization of school districts into small units, the management of these by locally elected persons and the financing of these by local rates all militate against progress. It may well be necessary at first to operate in this way, but if larger units and more distant control were possible much greater efficiency, better value for money, and far more attractive conditions for teachers would arise.

The small school district with a tiny high school provides a great problem too in training. It means that teachers must be prepared to teach many subjects in which they have neither academic nor professional training. Unfortunately there are some who have tried to rationalize this state of affairs by pretending that it is good for a

teacher to teach what he or she knows little about. They even go so far as to suggest it is good for the children, implying that it would be better to employ an eye specialist to operate on a diseased lung than a pulmonary expert.

Normally a teacher well versed in his subject is a better teacher of *children* than one ignorant of his subject. The days of the untrained subject specialist with his mind in blinkers or in the clouds, are over. The verb to teach takes two accusatives—I teach *John Arithmetic*. Neither John nor Arithmetic can be neglected. It is quite unlikely, however, that a teacher will get to know John except by teaching *something worthwhile* in Arithmetic or other subjects. Not much that is worthwhile is likely to be taught unless the teacher knows his subject well enough to have understood its distinctive point of view, its philosophy and its aims in relation to all education.

Another erroneous rationalization that has arisen out of this dire necessity for having teachers try to teach all subjects is the development of fused and muddled courses with no special aim or discipline and no progressive development or clear growth. All subjects in a curriculum are naturally related to one another in so far as content is concerned. Subjects are often, in fact, better defined as different points of view or different disciplines than as different contents. The culminating purpose of education may be a co-ordinated synthesis but it must be preceded by analysis and separation. There is also a great deal of difference between seeing the relationship between separated subjects and confusing them in a hotchpotch. It is far more scholarly and educative to teach subjects separately than in confusion, but there must be a unity of purpose in the total education of a school. What makes subjects educative is not their content but how and for what purpose some selected aspects of that content are taught. Most children are far more concerned about the methods by which they are taught than by the content, for interest is a measure of method rather than of content. Each subject requires its own special techniques and ap-

proaches, even though they may all be taught for the same ultimate objective.

A relic of a past age is to be seen in the allotment of so much content to each grade level as if so many pailfuls of educational liquid were to be poured into an empty receptacle. Education is a biological phenomenon of growth, it is not to be compared with the process of house building or construction. It is possible to teach similar facts about the history of Canada at every grade level in a school, but the appreciation of the facts will grow as the child grows. Descriptive history precedes interpretative history. History of everyday things precedes history of great human achievements which precedes the history of great adult ideas. Historical concepts, historical perspective, and an historical point of view grow slowly by progressive stages just as a plant or animal grows. The statement that a pupil has "got grade VII history" as if it were a pailful of content to be held forever on ice, bespeaks an outmoded view of education, which probably arose either because teachers have been so often appointed on a yearly basis and changed annually or because teachers were trained to teach only one grade level and could not see the continued growth of the child. Piecemeal teaching of this type no doubt led to the idea that education was to be had in yearly isolated doses without much connection between one year and the next. Education means seeing *child growth* and development as a *whole*, not the varying *subject points of view* as an average or composite whole.

One more interesting result of the great expanse of the prairies, its unattractive one room schools and its problem of totally or partially unqualified teachers is the over emphasis on the textbook. It has been necessary to cater for the ill-equipped teacher by seeking a comprehensive all-providing textbook, complete with workbook and teacher's guide. The textbooks are often so good that they do all the thinking for the children. They are often miniature "bibles" in which absolute faith is put, the authority of which is unquestioned and the precepts of which must be learned by heart. It is difficult to see how this problem can be avoided. After all, a good textbook is better than



an ill-informed teacher. The children at least learn some right facts and ideas if only by heart. A teacher cannot be expected to be knowledgeable on every subject. There are limits to a person's capacity. Textbooks, however stereotyped and uneducational, provide, at present, the only way of mitigating the problem of one room rural schools.

Whereas my first impressions of the Faculty staff and their work is very favourable and, I am sure, accurate, I cannot say that my impressions of the theories animating some of the educational procedures in the province are

as favourable, probably because my knowledge of them is so slim. I realize, however, that most if not all the problems in the province are imposed by geography and therefore unavoidably difficult, but I have yet to be convinced that some of the curriculum programs and the examinations could not be improved, especially in what is called the Social Studies. Nevertheless, when all is said and done the greatest of all impressions that one gets is amazement at the tremendous achievements made by Manitobans in their extremely short history.

## "LEADERSHIP"

HON. W. C. MILLER  
*Minister of Education*

I WOULD like to devote the main portion of my remarks to this matter of leadership. I do not propose to attempt to discuss the strictly professional aspects of initial training. Instead I would like to limit my observations to those aspects of Education which are of general concern to the public-at-large and to the society you serve. You, all of you, have deliberately and of set purpose entered upon a life of public service—possibly one of the most important forms of public service in the modern state. You have offered yourselves for leadership in that service. You would not have made that offer without some consideration of the broader issues of education in modern society, and without some conviction of the importance of your work to the preservation and the betterment of that society.

We have grown so accustomed in our generation to the acceptance of responsibility for the education of all the children of all the people as one of the primary functions of the state, that we are apt to overlook the fact that this acceptance is a very recent thing in the human story. It is only about 80 years ago that the great Elementary Education Acts in most of the western democracies came into force, and man, the common man, learned to read—and to think for himself! We have witnessed, particularly in the last ten years,

a great resurgence of interest in the bonds that link this work of education with the welfare and with the preservation of our free societies, indeed with the survival of civilization itself.

It is of interest to all of us who are concerned with education to look back a little and to note how the emphasis on various aspects of public education has changed as our conception of democracy has developed during the nineteenth and twentieth centuries. At the beginning of that tremendous era that surged into being in the wake of the Industrial Revolution, man realized that he would have to adapt his society and his forms of government to meet new and unprecedented economic conditions. The transition was not an easy one—it may be yet far from complete—but quite early in the course of that great change it became apparent that one of the most powerful weapons in the hands of the state would be the control or at least the direction of public education. One of the greatest of the early American presidents, Jefferson, saw in the public educational system "the most legitimate engine of government." Those of you who are familiar with the development of educational philosophy may remember the conflict of Jefferson's conception of the roll of education in a democracy with that of another famous president of those days, Andrew Jackson. The Jef-

fersonian idea of the supreme merit of democracy was that it afforded opportunity for the gifted to develop their gifts for the service of the state; the Jacksonian philosophy emphasized the importance of raising the common level. You must remember that Jefferson was concerned with the vital necessity to develop, in this western world, leaders in the industrial and professional fields—leadership to him was of paramount importance, and the qualities of effective leadership could be developed only through selective education. Jackson was more concerned with the welfare of the common man, and to him the supreme importance of general education lay in its power to enhance the quality of life in all, regardless of their economic station or their natural endowment.

There have been many changes in educational philosophy since those days but echoes of that controversy may still be heard. It seems to me that the situation at present is that we have come to the conclusion that those two aims are not necessarily conflicting—they may be complementary one to the other. It appears that today the basic educational policy of the modern democratic state has two broad and simple aims: first to provide the means of raising through its schools the general level of life for all the boys and girls within its jurisdiction, no matter where they may live or whatever may be the economic condition of their parents; second, to provide, in the best way that it can for the discovery and the development of the special talents needed for leadership in industry, in the professions or in any other of the affairs of the state.

Those of you who have studied the educational history of the period to which I have referred will undoubtedly have noted the emergence during what we call the "Victorian Era" of an intense spirit of individualism in education. The slogan, "Knowledge is Power," held unquestioned sway. The "educational ladder" provided the means of "Rising in the world"—and young and ambitious men and women of that day eagerly sought educational opportunity as the sole means of improving their social and economic status. The larger issues of state wel-

fare were secondary. The fundamental ideas of democracy and freedom in a free society were accepted—the great challenge of totalitarianism in its various forms had not yet reared its ugly head. Knowledge, efficiency, initiative and inventive genius held the keys to power, both for the individual and for the state. A sound educational system must seek first of all the golden goal of personal and national efficiency and prosperity.

And then—in our own time we have witnessed a profound re-orientation in our educational philosophy. The change of view has been forced upon us by world events that have rocked to their foundations the social structures that appeared so firm and so enduring. Our educational thought today has been profoundly modified by those events. We have been forced to the realization that the aim of education cannot be settled without reference to ultimate convictions about human nature and destiny. We have been forced to the conclusion that basic to all educational thought is the relationship between the individual and society. We have come to understand the importance of certain intangible qualities and to realize that education in our modern world must lay increasing stress on the development of those qualities by which our freedom has been achieved and by which alone it can be maintained.

In a book written in England under the stress of war, Lord Elton discusses some of the virtues upon which our civilization has been based and upon which it must rest. In his "St. George or the Dragon" he refers to what he describes as the "military virtues" which he insists far transcend the bounds of militarism:—"they are the basis of civilization itself — loyalty, courage, endurance and discipline." In your role as leaders in education in this land of ours, you will be forced to the consideration of these intangible but very real qualities as among the primary objectives of our whole educational effort. Let us glance for just a moment at each in turn.

"LOYALTY" — whatever may be your own personal convictions towards what has been called "the unfinished business" of democracy—and all of us who are in any way connected with

governmental institutions realize very thoroughly that our democracy still has quite a lot of unfinished business — I think that you will agree with me that it is of the first importance that our educational efforts should promote loyalty to the democratic ideal. However critical we may be of inconsistencies and of apparent inadequacies, we must recognize that we are criticizing deviations from an ideal rather than the ideal itself. I think that we may safely assert that under our democratic system we have achieved: a greater degree of security under laws which we ourselves have helped to form; a more even-handed justice to each individual regardless of his station in life or his natural endowments; a greater degree of tranquillity; a greater opportunity for creative work in fields which the individual can choose for himself; with less intolerance; less cruelty; less indifference to the fate of others, than any other system has dared or has even aspired to offer. I suggest that the inculcation of loyalty to the ideal of democracy is one of the legitimate ob-

jective of the educational efforts that you will help to lead.

“COURAGE AND ENDURANCE”—it is not necessary in a land such as this, the development of which is in itself a tribute to those qualities, to lay stress upon the importance of their furtherance in the ways of peace. Courage to insist upon what you are convinced is right and fair and just; courage to maintain that conviction in the face of criticism and opposition; courage to break new paths—to lead. Endurance to persist, however adverse the conditions may be; endurance to strive beyond the common call; endurance to maintain a free and undaunted heart. These are the virtues of freedom and greatness, alike in the individual and in the nation. These again must be included among the qualities you will endeavor to inculcate.

“DISCIPLINE”—not too popular a word these days! But we must not allow the excesses of totalitarian regimes to blind us to the fact that the observance of certain codes of conduct

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is necessary to our own way of life. We know that such codes, self-imposed and willingly obeyed, can and will result in a greater measure of well-ordered freedom than is possible without these voluntary restrictions upon laxity and self-indulgence. You as teachers are well aware of the need for discipline in your classrooms—you will have little difficulty in recognizing its claims in the wider sphere of social life.

I have touched briefly upon four of the qualities that I think most of us will agree are essential to the full development of citizenship in a free society. All of us who are concerned with education, whether in an administrative capacity or in the direct work in instruction, are well aware that these underlying virtues cannot be develop-

ed by precept alone. Some of them evolve through the tone of our whole educational effort, through the obvious sincerity of purpose of those to whose hands the work has been entrusted. Some may develop through the enlightened understanding of great events in our history or through the perception of greatness in the lives of those with whom we mingle today. Some may be inspired by the vision of greatness as expressed in noble works of art, in great literature—in noble thought, nobly expressed. You, as leaders in the world of education will be conscious of your goals. Towards the attainment of those ends you will devote yourselves with the profound conviction of the greatness and the dignity of the work you have undertaken and of the leadership for which you are now preparing yourselves.

## Difficulties in the Formulation of Objectives For the Secondary School

DR. JOSEPH KATZ

Assistant Professor of Education

THE major difficulties involved in deciding on the objectives of a secondary school are in part a reflection of the major difficulties involved in deciding on the objectives of society in general. The secondary school is in reality one important aspect of society, and it partakes of the difficulties of the society of which it is a part. Where a society has assumed a static condition, being satisfied with the status quo, and has become fixed in its philosophy, the place of the secondary school is usually known. But where the society is in a state of flux, where the forces in the society continue to change by virtue of changes in technology with consequent changes in the thinking patterns the secondary school may attempt to keep up with these changes. Though there will necessarily be a lag between what the school does and what society expects, the secondary school will yet be moving in the direction of adaptability. The prevailing philosophy of this type of society is of such tenuous nature that it is difficult for the school to take this into consideration without first

attempting to effect a compromise of the several philosophies.

In a democracy where in any one community there may be several quite different philosophies of life, the attempt of the school to interpret the philosophy of life most common, in a curriculum presents an almost insurmountable difficulty in that what may emerge is an "average man" who does not exist. Yet the attempt must be made, and the best compromise possible effected—as long as it is recognized as a compromise.

Another difficulty in determining objectives is the traditional training to be found in any one school staff. The change from old habits to new procedures without new habits requires a practical compromise within the staff itself, between those whose training and experience is such that change does not present mental and emotional barriers and those whose training and experience over a longer period of time has developed a skepticism for all change. There is required too, a recognition that not all that is new is good,

nor on the other hand, that all that is old is bad. There is required also, the recognition that change in a school is healthy if it keeps pace with change in society; that the school as a leader in the community must not only fall into step, but has a responsibility for showing the way, particularly since its influence reaches into every area of life.

The determination of objectives faces the difficulty of the variant nature of the interests of the students. Any objectives set for the school must consider not only the interests of the students with widely different backgrounds, but must consider the probability of the school being able to meet those interests which have value for the development of the individual student and still have value for the student when he comes to take his place in society as homemaker, citizen, and worker. When it is considered that the secondary school is receiving increasing numbers of students with a multiplicity of different needs and interests, it must be recognized that some reconciliation is necessary to meet these needs and interests on an adequate basis.

Varying cultures contribute another kind of difficulty to the formulation of objectives. Where the objectives of the secondary school do not take this aspect into account there will be a movement to set up schools that will specialize in some one culture pattern with a consequent development of schools that approach the objectives of society unilaterally. The manner in which the secondary school attempts to make room for variant cultures within its curriculum presents a kind of difficulty which must be taken care of in the objectives which it formulates.

The determination of objectives has been affected too, by the multiplicity of school subjects which have grown out of a view that as different jobs open up in society the school must keep pace with each new job, or that vocational training must be direct rather than general in the school.

Decision about objectives requires personnel in the school to give their time and energy to the formulation of the objectives for the school. The matter of selecting objectives is a matter in which all participating in the fur-

therance of secondary education must take part, but it falls particularly on teachers to do most of the thinking about objectives. If they do not take the time or are not inclined to do so, then perhaps selection of these personnel should be on a basis of inclination to think about the ends of education. However forwardlooking the few may be, however fine the gears in one part of a machine may mesh, there can be no operation of the machine unless all gears are meshing and running smoothly.

The realization of an objective cannot take place unless all contribute to it. This means that an end is something greater than the sum of the means and the total represented in the end is the increment of energy. This energy is a function of the success of the objective and derives from the framers of the objective or from those who have followed the thinking that has gone into its development. In theory, all who have a stake in secondary education, and that means home, school, community, and student, are responsible for the objectives of secondary education. In actual practice only a portion of the personnel participate in the determination of objectives. The extent to which all actually take part in the formulation of any set of objectives will spell the extent to which objectives are actually realizable.

A further difficulty in deciding on objectives is the tendency to set objectives that are too abstract or too remote from the experience of those who are affected by them. Since an objective should in reality be one that is comprehensible to all who are affected by them, it is necessary so to frame the objectives that students, parents, teachers, superintendents, board members, and citizens at large all derive from them a meaningful understanding of just what the objective is. Subject-matter is often so presented that the objective for which the subject-matter is taught is lost in the forest of details. To parents an objective may be something foreign to their particular culture, and strange to their social frame of reference. Nevertheless, the objective which the student is pursuing must be understood by the parents.

In what ways may these difficulties

be overcome? It would appear that the difficulties faced by society in general in determining objectives must be accepted by the school as a part of its frame of reference, and so determine for itself a *modus vivendi* in terms of a compromise of the prevailing objectives of society. It could accept the good life as an ideal objective and pursue that, but, the good life is in so many instances a compromise between what is considered good and what is necessary, that a frank facing of the school in terms of its objectives would give the student a taste of reality that would oppose the philosophy of idealism, yet not entirely be removed from it. In other words, the secondary school faces the task of determining what are real values in modern life, apart from those values which are blatant, or professed by those in power, and from those values which are held by any particular class, and are not conducive to the best development of society as a whole. This means that in so far as the determination of objectives in terms of any prevailing philosophy is concerned that the secondary school must assay the values of today and weigh them in the balance with those values which are consistent with the growth of democracy and with the fullest development of the individual. This means, further, that the secondary school cannot afford to accept the objectives of society in general just because they are the objectives of society, but it must in some measure attempt to introduce values that are conducive to further development. Neither can the secondary school accept the values of another age, just because history reveals that a golden age prevailed by virtue of those values. Values are values only by virtue of their function in a given set of circumstances, and since circumstances change from age to age, even from decade to decade, it follows that the secondary school if it is to serve its function must assay and continue to assay its values to see that they serve the objectives of society. The secondary school has to determine the permanent and save it; determine the potential, and promote it.

The difficulty of meeting the variant needs of students has to be overcome by a clear definition of what the phil-

osophy of the school is, and to reconcile this with the purpose of being able to meet as many basic needs as are common to the greatest number of students, and indeed if possible, of all students. The variation within a given school will be limited by the numbers that will go to that school and by the number of separate communities represented in the school. Where numbers are huge another school will be set up, and quite likely in another place. Thus there is a limit to the variation which any set of objectives will have to consider. It is important, however, for the school to define clearly and survey accurately its purposes and practices in order that as many different kinds of needs as possible may be met by its program.

The difficulty of setting objectives in order to meet the different cultures which go to make up any heterogeneous society, may be overcome by having the course of studies make use of materials from cultures other than our own. This enriches the present program of studies, and counteracts dissociative forces within the public school educational system which direct themselves to the further development of distinctive cultures alone. Other cultures may reach the curriculum through poetry, prose, history, and other social studies. In fact, areas of emphasis may even be found within the natural sciences where the mosaic pattern of all cultures may be woven.

The difficulty of setting objectives in a community where there prevail two distinct philosophies of vocational and intellectual education sets the school a problem for which general education serves as a compromise solution. The compromise need not necessarily be a clear-cut definition of education between both extremes tending to nullify values which are inherent in both views. Rather any compromise which will be effective will have to provide a wide educational program. Where a school in its objectives attempts to negate extremes it may lose all community support. There is possible a fine gradation of such a nature that the needs and demands of any community may be met without at the same time totally sacrificing what the school deems real and worthwhile.

Setting objectives with real meaning for all whom they affect means formulating them so that they will not only be understood, but fully and operationally comprehended by students as well as parents, teachers, and superintendents. This means that no set of objectives within a system can be effective unless those who are responsible for their effecting also are called upon to assist in their formulation. An objective is essentially a dynamic reality within a program of studies, and not something which lies outside it to be achieved as an end result. An objective, if real, is also a part of the process of achieving it, and therefore calls for a constant and consistent treatment of objectives within the process itself.

This review of some of the difficulties to be found in the formulation of objectives for the secondary school may suggest that whenever the definition of objectives is undertaken all or some of

these difficulties will arise. However, such is not the case, for each school is in a somewhat different position from every other school, and in some of these different positions there may be no real difficulty in setting realizable objectives. Furthermore, the solutions to these several difficulties will vary from school to school. Implicit in this discussion of objectives is the idea that the school is a social institution in a society whose purposes and practices may not be ignored by the school. If the school is to serve society adequately it is necessary that all those associated with it in any capacity whatsoever be prepared to shape the educative process through clearly defined objectives. Though there may be difficulties, these difficulties may be overcome providing that it is realized how very important it is to define the objectives for which all—in school and out—may strive together.

## Education Courses at Rural Centres

DR. D. S. WOODS

COMMENCING with the Autumn of 1949, the Faculty of Education has added one degree class per year at rural centres which showed promise of having a sufficient student body to ensure permanency to the undertaking. This does not imply that temporary centres may not be established from time to time. For the present year classes are being held at Dauphin, Brandon and Winkler. Students meet with staff members for four hours on each Saturday during the Autumn Term, take the examination at its close, then continue with the course paper, under direction, during the ensuing six months. A staff member meets with each group at least twice during the Winter Term. A small library, suitable to a particular course, is loaned each centre for the year.

The undertaking is a most promising University and Faculty of Education enterprise. With acceptance by the Provincial Department of Education of degree courses in Education in lieu of Summer-School completion courses for the Permanent First Class Professional Certificate the numbers at all centres

have been increased significantly and the certainty of additional centres assured.

Staff members, without exception, have expressed gratification at the interest, enthusiasm and application of the student body. Students journey long distances and are on hand regularly at 10.00 A.M. each Saturday morning. The Dauphin centre has students in attendance from Swan River, 90 miles away, Roblin, Grandview, Gilbert Plains, Ethelbert, Sifton, Winnipegosis, St. Rose du Lac, Makinac, Ochre River and Valley River; Brandon centre from Killarney, Boissevain, Pipestone, Virden, Minnedosa and Woodside; Winkler from Carman, Morden, Gretna, Altona, Rosenfeld, Horndeen, Plum Coulee and Haskett. In addition, there are students from rural schools all about these centres. The response from grade teachers in villages and one-room rural schools, having in view the degree of Bachelor of Pedagogy, is to say the least most encouraging and a clear indication of what may be accomplished by way of advanced training if made available.



# Reviews of Master of Education Theses

THIS series of reviews brings up to date contributions to educational research by way of Master's theses done under direction of members of the staff of the Faculty of Education. During the same period, six additional candidates secured the degree by writing a comprehensive examination. Increasing numbers seeking the degree indicates the acceptance of the principle that advanced professional training is a matter of utmost concern in the improvement of instruction and in the

winning of professional status. It is interesting to note in passing that the thesis, as one means to that goal, remains the choice of a majority of the candidates for the degree of Master of Education.

The Faculty anticipates that these brief introductions will induce readers to study some of the original work and stimulate many more to pursue professional study to the level of the Master's degree.

D. S. W.

## The Development of Education in Swan River Valley

J. N. CLARK, The Pas, Manitoba

(March, 1949. Pp. 161. Bibliography and Appendices. Tables 38, Figures 13.)

This study embraces a critical examination of all available primary and secondary sources pertaining to the educational history of Swan River Valley, including economic and historical records of the era of the Fur Trade and that of the more recent Agricultural era in one of Canada's most favoured localities. The writer, having been principal of two schools, for a period of five years, was able to contact many of the old timers of the latter era and to secure data, locally as well as elsewhere, pertaining to the era of the Fur Trade. His contribution is typical of many more localities, reports on which are long overdue and soon to be lost to this province unless more of the historically minded members of the profession become interested in the adventures of education in Manitoba.

Swan River Valley is bounded on the south by the Duck mountains, and on the west and north by Thunder Hill and the Porcupines, fans eastward toward the flat lands surrounding Swan Lake, and is drained by the Swan River and its many tributaries. Always a home of the beaver, it became a meeting ground of the two great rival fur trading companies, the North West Company and the Hudson's Bay Com-

pany, as early as 1790. Members of the LaVerendrye exploration party made a map of the area in 1738. David Thompson surveyed it in 1797 and writes of the beaver:

"The ground was wet from the many ponds kept full by beaver dams—these sagacious animals were in full possession, but their destruction was already begun and was in full operation."

Trading posts were numerous from Fort Pelly in the West to Swan Lake in the East, and in one instance, posts representing either company operated within 100 yards of each other.

Into this area went the missionary, doing what he could to elevate the rather doubtful moral standards of the time. Although not especially concerned with this pre-modern era, the writer presents it in graphic and intriguing manner bringing our past very near to us indeed.

The Agricultural era was ushered in by the building of a telegraph system across the valley in 1870. A French Canadian rancher operated a cattle farm at Bowman in 1890. The colonization road was built from Dauphin to Tent-Town near Minitonas in 1897, and farm settlement — families from Treherne, Portage la Prairie, Dauphin, and places in the far-away East—arrived in

such numbers that within ten years, all inviting lands were occupied and one-room rural schools dotted the valley, with a secondary school in the largest centre, Swan River. The writer of this review took over the one-room school in the village of Minitonas in 1906 and when he left in Sept. 1909, there was a four-room building with instruction being given to Grade XI students. Identically, the same progress was made in the villages of Benito, Durban, and Bowsman, and three consolidated school districts had been organized at Benito, Durban and Kenville. The writer of this thesis reveals how this mushroom growth was but an evidence of the urge, almost a passion among these early settlers across the entire valley for schooling for their children. With the organizations of the two municipalities of Swan River and Minitonas was completed at least the civic foundations of civilization.

Tables are included showing population growth and change in racial origins during the period 1901 to 1946. With the influx of members from the Dukhobor colony to the west, and the

coming of many immigrants from Germany and Czech-o-Slovakia in 1927 and 1928 the character of the population has changed from an almost total Anglo-Saxon strain to one in which people of various racial origins are almost equal in numbers. The total population of the valley was 10,350 in 1946. Income from grain alone, measured in terms of bushels of wheat in 1945 represented 1,015,000 out of a total of 40,000,000 bushels for the Province of Manitoba. There is in addition a very considerable income from stock-raising in the valley. The writer points out that the continued prosperity and wealth of this area should have made for educational improvement and progress.

A study of curriculum practices, enrolment through the grades and extra-curricular activities indicates that the programme has remained academic in character but that progress has been made in musical festivals, school fairs, field-days and similar types of activity. School buildings have been improved and new additions and buildings completed in the graded

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school centres but many of the buildings erected in rural districts at the beginning of settlement still serve. Consolidation has not been extended beyond that of the three first organizations. The holding power of the graded schools is normal, 53.1 percent of those entering Grade IX continue through Grade XI. The teacher shortage has affected the strength of staff significantly in rural and to some extent in graded districts. "Teachers holding first-class or collegiate certificates comprise 47.3% of the Swan Valley staff." "In Swan River valley, when one-third of the teachers hold permits and when ten

qualified teachers completed their normal training in the spring of 1948, there is little evidence that many of the rural school teachers have endeavoured to improve themselves professionally."

The thesis closes with a brief historical account of many who contributed at one time or another during the past half-century to educational progress; municipal man and trustee, inspector, principal and teacher all find a place of mention. It really warms the heart of an old soldier who knew the area and its people well to review an educational scene so ably presented.

D. S. W.

## **Development of Public Elementary and Secondary Education in the Union of South Africa, With Special Reference to the Transvaal**

**R. T. F. THOMPSON, Winnipeg**

(March, 1949. Pp. 311. Bibliography and Appendices. Tables 18, Figures 4).

The writer benefitted by one year as an exchange teacher in two high schools in Johannesburg and over eleven thousand miles of travel in all provinces of South Africa and Rhodesia. He visited "European" primary, elementary, junior high, agricultural, and "non-European" elementary and secondary, Native, Colored and Indian schools. Furthermore, he collected documentary matter such as records, reports, historical writings as well as that of contemporary leaders and authors.

The treatment is both historical and factual. The long struggle of the British and Boer for supremacy, the Union of the four provinces and conquest of German East Africa, the adjustments made by the two white races which ended in bi-lingual separate schools, finally, bi-lingualism within the same school and the requirement that all white children be taught both languages is treated at length. He quotes from authority, that as a result of this policy, in the Transvaal, 64.4% of the Europeans, seven years of age and over, can speak both English and Afrikaans, while 19% can speak English only and 16.4% Afrikaans only.

The writer deals at length with the

problem, economic and educational, confronting a white minority, British and Afrikaan, a ruling minority who determine the social status of the black, the poor-white and that of the 300,000 Indians resident in the country. The situation is assessed by Walker, the historian, following the election of the Hertzog government in 1924:

"It was the end of the chapter. Men of British and Afrikaner stock stood shoulder to shoulder in the country and sat together on either side of the house. The old racial lines of discussion were cut clean across by the economic. The re-alignment of parties was a proof that the two sections of the European had realized that the issues in which they had hereto divided were as nothing to the issues raised by their contact with non-Europeans. South Africans were at last fully conscious that they stood face to face with black Africa and Yellow Asia."

The system of administration and financing education has significance for Canadians. The National government pays a general subsidy of 50% of the total net expenditure of each province without conditions attached thereto. In 1935, one-quarter of the national expenditures was devoted to education.

This included the entire cost of native education which is largely under denominational control.

The Education Act of 1907 made provision for a Minister assisted by a Council of Education. Twenty-six school districts were set up corresponding to the electoral divisions, the school boards to be elected by the regular voters. In the Transvaal, these boards did not raise funds, so that all

needed monies were provided by the provincial government. Primary education was to be free, and compulsory for white children, seven to fourteen, living within three miles of a school.

Teachers became, in effect, civil servants. Appointment and dismissal was made by the Director of Education, and salaries were paid by the provincial government.

D. S. W.

## **A Study of the Adequacy of the Present System of Classification, Promotion and Adjustment in the Machray Junior High School, Winnipeg**

**F. A. HODGKINSON, Winnipeg**

(May, 1951. Pp. 109. Bibliography and Appendices. Tables 29, Figures 3).

This is a study and report of the effect to date of a three-year experiment carried on by the Principal and staff of the Machray School, Winnipeg, to discover a more adequate means of pupil examination to improve the classification and grouping of junior high school pupils for instructional and learning purposes.

The writer states in justification of the experiment that it is necessary for teachers to construct new instruments as means to a comprehensive and continuous appraisal of teaching and pupil progress. It must be considered a recurring process involving teaching objectives and pupil reaction thereto. The usefulness of such a programme of evaluation depends very largely upon the degree to which the results are interpreted intelligently and applied by the teachers. An evaluation programme is also a patent factor in continued teacher education. A brief assessment is made of several widely recognized statements on methods of evaluation.

A report in some detail is presented on the general and extra-curricular programs of the Machray school; staff-tenure, experience, and qualifications of teachers; enrolment in and progress through Grades VII, VIII and IX.

To establish a basis for remedial work under the direction of an adjustment teacher, all pupils enrolled in Grades II to VII inclusive were given standard group tests in mental ability

and reading and three groups in each grade formed on the basis of reading ability. The regular programme of all grades was to be followed except in reading, which was adjusted to the particular classes in each grade. The adjustment teacher gave remedial instruction to classes of not more than 10 pupils in arithmetic and reading with special attention to the latter. Reading ability was to be made a major factor in promotion at the end of the year. Applied to Grade VI at the end of June 1947 the Class A of 1947-48 consisted of 32 pupils whose grades were 6.6 in reading; Class B of 34 pupils whose grade equivalents ranged from 5.5 to 6.5 plus one older pupil with a grade equivalent of 4.7. The Grade VI class of 23 pupils had a reading range of 5.5. This classification did not take into account the pupil's ability in other subjects. As the pupil's reading improved beyond that of this group, he would be placed in an appropriate class.

During the year, special attention was given to the teaching of reading and all language art subjects of the grades. The number of supplementary readers and library books was increased.

Adjustments in the plan have been made since its inception and promotions are made in staff conference with evidence of progress at hand and other personality factors such as attitude, application, interest and sense of respon-



sibility taken into account. Twenty-four of seventy-two grade IX pupils were placed in either a lower or higher class according to estimated promise of success in (1) the upper two-language group, (2) lower two-language group, (3) one-language group, or (4) no-language group. Although not in operation for a sufficient length of time to

warrant definite conclusions, the staff is of the opinion that selecting reading ability is not only an adequate base from which to start but, as well, that the emphasis upon reading, Grades I through IX, has not only improved reading but also the study attitudes of pupils.

D. S. W.

## **The Development of Guidance in the Secondary Schools of the Dominion of Canada**

**R. T. DONALD, Winnipeg**

(May, 1951. Pp. 100. Bibliography and Appendices. Table 1).

This study is concerned with (1) tracing the growth and development of "Guidance" in the secondary schools of all the provinces of Canada, with special emphasis upon the Province of Manitoba; (2) indicating its present status in each of the provinces; (3) selecting and estimating data which would appear to establish common trends; and (4) some findings concerning accepted value of the service and possible improvements. The writer has taken special pains to elaborate the various areas and activities to which the term "Guidance" has been applied and to establish a classification for use in his thesis. Furthermore, as the United States has set the standards for Canadian schools in significant degree the study is introduced by a concise account of practices and the evolving philosophy of "Guidance" in that country.

The evidence from almost all Canadian provinces indicates that small groups of educators here and there across Canada were discussing problems of promotion, a broader curriculum, better means for the distribution of pupils to secondary school curricula, etc. prior to and following 1920. Definite organization began during the 30's and that emanating from different community groups but more especially among leaders in the schools and in what was coming to be known as mental health. The two movements approached a somewhat similar problem but from different points of view.

The general movement during this period in the Province of Manitoba was stimulated by the summer lectures in Education by the late Dr. Peter Sande-

ford and Dr. William Boyd in 1931 and 1933, respectively. In 1936, "Guidance" was given definite organization with the formation of a voluntary clinic to meet at Broadway site on Saturday mornings as a phase of teacher training for Faculty students and other interested persons. The Winnipeg Guidance Group met first in September 1939, and study meetings were held throughout that and succeeding years. Finally a section on guidance was organized within the Winnipeg Teachers' Association in 1942. The Winnipeg School Guidance clinic was established in 1941 under the joint sponsorship of the City Health Department and the Winnipeg Public School Board. This was a direct outgrowth of the Faculty of Education clinic which had served well as a training ground. The Minister of Education had issued a circular in 1938 stimulating interest in the movement and the articulation committee in its report of 1940 recommended a time allotment for this phase of activity in the secondary school. This preliminary scouting and training was led strictly to adjustment work in the elementary schools of the city and to personnel work at the secondary level.

What happened in Manitoba had been emerging in organized form of some sort throughout the provinces of Canada. The history of the movement is related in detail in this thesis and represents a very fine contribution to education on this subject as does the assessment of the present status of "Guidance" and possible trends for the future.

D. S. W.

# Critical Study of Certain Material in Canadian History (Published and Unpublished), its Suitability for Use in Instruction in the Elementary Grades

M. A. GARLAND, Winnipeg

(May, 1950. Pp. 91. Bibliography and Appendices).

The purpose of the thesis is to show, through critical analysis of passages from history text-books, the need for reading matter in history suitable for elementary grade pupils with respect to (1) standard of historical accuracy, (2) interest, and (3) reading grade. Passages are studied from the texts *Adventurers of England on Hudson Bay*, *Pages from Canada's Story*, *Early Days in Canada*, *Living in Canada*, and *Builders of the Old World*.

A trial study is made of three unpublished stories relating to Adventurers on Hudson Bay to illustrate modern accepted standards in keeping with studies and findings concerning the learning of children. The selections are not intended to be complete in themselves and do require some preliminary orientation. In each selection, the writer has endeavored to present new material, necessary for the understanding and appreciation of the explorer, his achievement, and its significance in the opening up of the country. It is assumed that the pupils will have had some knowledge of the adventures of Kelsey, Hearne and Alexander MacKenzie. The writer is possessed of the truth, so frequently overlooked by authors of history text books, that to create an accurate impression does not require either the presentation or reading of every detail, more especially throughout the elementary school. Pains are taken to demonstrate the data essential to an understanding.

The critical study of *The Story of Canada* reveals the short-comings in that and similar texts. "It is of some use as a reference book. It is crammed with facts and peppered with dates . . . The index is not very helpful. The typography and the paper are satisfactory. The illustrations by C. W. Jeffries mark an advance in illustrating history texts. They are clearly printed,

large enough to show considerable detail, dramatic in conception, and of a high standard of historical accuracy in matters of costume and setting. It is unfortunate that the illustrations too frequently are separated by several pages from the idea which they are intended to re-enforce."

"A sampling of the book tested as to reading difficulty by Lorge's scale shows that the vocabulary was not excessively difficult, there being an average reading grade of 8.2 for a Grade VIII class."

However, there is lack of organization and confusion of ideals and expectancy of interpretation quite beyond the activity of a grade VIII pupil. An analysis is made of a paragraph taken from the section entitled "Changes at Red River" and reported as follows:

"This passage is not suitable for use in any grade in our schools. The title is misleading. The subject matter is concerned with conditions at Red River *before* changes took place. The plan is confused. Most of the paragraphs and some of the sentences lack unity. Phrases such as "these arguments" and "there remain yet two groups" do not relate clearly to the antecedents which make them comprehensible. Only a teacher of a very extraordinary pupil would ever search through the preceding pages to list the groups which justify the "yet" and it is by no means easy to find the "two groups" in the succeeding paragraphs."

This is typical of the analysis of this and other texts and serves to illustrate and to confirm the hypotheses of the thesis that many text books in history, have not been written to meet the learning abilities and interests of elementary school children.

D. S. W.

# The History and Status of Correspondence Education in Canada

J. M. PARSEY, Benito, Man.

(March, 1950. Pp. 315. Bibliography and Appendices. Tables 22, Figures 5).

For the purposes of this thesis "Correspondence Education" designates that procedure in which the student secures instructional materials for study and returns to the educational officials concerned, the required written responses for examination and reply. Objectives decided upon to guide the study included (1) early beginnings in each province, (2) the story of development, (3) the maturing of methods of administration, (4) recent trends, (5) an estimate of achievements, and (6) probable future developments and improvements.

Data dealing with the historical background of correspondence education were gathered from Reports of the Provincial Departments of Education of Canada; from Bulletins of the United States Office of Education; from interviews and correspondence with officials of the various Canadian state-supported correspondence schools; from educational news-sections, editorials and reports in leading educational periodicals; and from standard reference works. The writer was able to secure by means of interviews and examination of Office Records valuable information from the Correspondence Branch of the Manitoba Department of Education.

The writer found it both interesting and profitable to forage far afield for early non-Canadian beginnings. It would appear that Charles Toussaint, who taught French in Berlin, and Gustav Larigensheit, a German writer and teacher of modern languages, were the originators of the correspondence school of the modern type in 1856. Two years later the University Extension movement in Berlin introduced correspondence instruction and was successful in making it a permanent undertaking. It was definitely established

in England in 1871 with such success that this has frequently been spoken of as the founding of the movement. In 1938, at the First International Conference on Correspondence Education, Dr. Reed of the University of Nebraska Division, recalled that from this Cambridge venture in 1871 "has come the correspondence study and class instruction as we know them today."

The next important development was that of Queen's University, Kingston, Ont., where a Department of Extension was formed in 1890, one year in advance of those established in the Universities of Chicago and Nebraska.

Australia and New Zealand would appear to have been the first to undertake correspondence education, under direction of state departments and for elementary and secondary school pupils during the early years of the present century. Canada followed suit in 1919 when the Province of British Columbia made a beginning, to be followed closely by Alberta (1923), Saskatchewan (1926), Ontario (1926), and Manitoba (1927). School correspondence was organized in the United States for the first time in 1922 at Benton Harbour, Michigan.

Extensive historical accounts and factual reports are contained in this thesis for all provinces of Canada. Nature of subjects offered and enrolment therein is reported for each province at yearly intervals during the period of 1933 to 1946 inclusive. The present status as to pupils served, enrolment, teaching and office staffs, co-ordination of services and special features are given in detail, pages 81-86 of the thesis represent a storehouse of information on provincial provisions and the extent of service rendered.

D. S. W.

# **A Study of Under-functioning Pupils in Grades Four, Five and Six in One of the Winnipeg Schools**

**L. D. BAKER, Winnipeg**

(April, 1950, Pp. 283. Bibliography and Appendices. Tables 4).

This thesis undertakes the study of a number of underfunctioning children in one of the city of Winnipeg's elementary schools, to determine, if possible common causes of underfunctioning which may be of so frequent occurrence as to justify initial diagnostic procedure prior to the search for other causes. It undertakes a further examination of what has been attempted by way of remedial measures seeking to adjust the child to his environment. For the purposes of this study the terms underfunctioning and under-achieving are used interchangeably to indicate the individual's failure to achieve academically in keeping with his mental ability. The writer had the benefit of the study of this problem by the Winnipeg City Clinic and its field-arm, the adjustment teachers on the city staff, as well as the visiting teacher associated with the particular school examined.

Cases for study were selected on the relationship found between the mental ability of each and his or her achievement on the June tests, a set of examinations prepared by a committee of city teachers on spelling, written English, arithmetic calculation and arithmetic problems. All children with an I.Q. of below 90 were eliminated from the study on the theory that a sufficient number of cases could be had concerning the I.Q. of whom there was no doubt whatever. Even then, the Stanford Binet test was administered in all cases in which results had been marked "tentative."

Procedures followed in securing data on each child included: (1) a social history made by the visiting teacher and a standard form compiled from this data by the writer of the thesis; (2) Individual Intelligence Tests and Interviews made jointly by the adjustment teacher and the writer; (3) Health information from parents, supplemented by consulting information on the medical records for each child kept in the school files of the Public Health Nurse;

(4) Teacher report for each child, made on the Minneapolis (Schedule E) Rating scale, made only after the class teacher had had sufficient time to become well acquainted with her pupils; (5) a mental hygiene report on the Sociometric Study Form prepared by the Canadian Council for Mental Hygiene and administered by the classroom teacher.

A case study file was prepared for each pupil and the data analyzed in an attempt to discover why the individual was underfunctioning, and, as well, to discover for these cases, common causes, if any. After careful screening eighteen cases were selected for final examination. Methods of screening and bases for final selection are reported in detail in the thesis, as are all particulars for each case.

"Although the limited nature of this study precludes many generalizations, there appears to be clear evidence of the fact that the amount of underfunctioning pupils as well as the degree of their underachieving increase from grade to grade. Such evidence, especially when found in a school which has for some years utilized the various special services, points to the need for systematization in the approach to the difficulties pertaining to each individual child.

D. S. W.

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## **"A New Era in the Faculty"**

(Continued from page 8)

mental minded institute under the guidance of whatever lecture provision was deemed necessary as an introduction to student activity at the Honours level.

Already Dean Scarfe has sensed that faculty representatives may well carry the message beyond university walls. He has been able to convince authorities as to more equipment requirements; a new air of moving on and out is present. He is ushering in the New Era of expansion for which the faculty is quite prepared in point of view and in spirit.



## A History of School Cadets in the City of Winnipeg

R. C. GREEN, Winnipeg

(April, 1950. Pp. 116. Bibliography and Appendices. Tables 1).

This study purports to present the history of the cadet movement in the schools of the city of Winnipeg from its inception as a phase of school training in 1888 until the present. It undertakes to assess the importance accorded this activity under different idealogies and attitudes on the part of the public and school governing bodies. Tentative findings pertaining to causes for increasing or waning stress and, therefore changing emphasis and possibilities for the future are examined.

During the periods in question Canada made her contributions to three wars — The Boer War, involving the British Empire only; World War I, 1914-1918, and World War II, 1939-1945, which were of immediate concern to Canada, as to all peoples enjoying the privileges of democratic institutions. Each of these conflicts had its influence upon the Cadet movement in city schools, not only Winnipeg, but of Canada as a whole, more especially was this true of cities the population of which was largely of Anglo-Saxon origin.

The period between Word War I and World War II was characterized in the first instance by the belief that peace had been secured for a long period of time. Only the far-seeing believed otherwise until Ward War II was almost upon us. This intervening period was characterized as well, by one of the most severe economic depressions of modern times, an event which tended to concentrate the mind of the people upon their immediate problems, while the fires of conflict were in the making. These events set out in distinct outline the time-areas for this study: 1888-1918, 1918-1939, and 1939 onward. These periods are clearly defined in the deliberations of the Winnipeg city

school administration, in the attitude of the public toward the problem, and in the nature of the Cadet training program and provisions. In passing, it is of value to examine the interest of the Dominion Government and to note that the first official approach to one of the provinces was made in 1895 and that, for the first time in negotiations pertaining to education, was established the basic principle "by agreement" which has to this day, except in World War II, characterized all educational negotiations between the national and provincial governments in Canada.

Data pertaining to the study was obtained from the records and minutes of the Winnipeg Public School District Number One. The writer of this thesis carefully examined and took extensive quotations from all minutes since 1888. A limited recording was available from the presentations made to the Board or its committees from time to time. Data was obtained from the Sessional Papers of the Dominion Government, from Documents of the Officers' Association of the Military of Canada, the Canadian Military Institute, the Canada Gazette, King's Regulations and Orders and many auxiliary pamphlets and reports. The curriculum and information as to equipment, time-tables, competitions and examinations were available.

The writer of the thesis has deemed it important to make frequent use of quotations both in the body of the study and in the foot-notes and to compile at some length in the Appendices what were considered to be important documents and reports, including newspaper articles. The record is quite complete and well documented.

D. S. W.

# The Origin and Growth of the Public School System in Winnipeg

## W. H. LUCOW, Winnipeg

(September, 1950. Pp. 123. Bibliography and Appendices. Tables 10, Figures 3).

This thesis is a historical study for the most part of city school administration and changing emphases on the curriculum, Grades I through VIII. The administrative aspects of the study include (1) establishment of the system and changes within its managerial structure, (2) changing status within the provincial system of education, (3) population increase as it affected school enrolment and school-building programmes, (4) regulations governing staff management, and (5) trends in teacher improvement. Twenty pages are devoted to changing emphases in the curriculum.

Data for the study are secured mainly from School Board Minutes, Records and Annual reports of the system, the Public Schools Act of the Province and Regulations of the Provincial Department of Education and its Advisory Board.

Progress in teacher provision and, directly related thereto, increase in classroom accommodation is shown in Table III, and reported in full herewith:

Index Year	Pupils per Teacher	City Population per Teacher	City Population per Pupil
1906 .....	61	4575	7.5
1915 .....	47	362	7.9
1931 .....	39	200	5.7
1949 .....	28	208	7.5

The School Board, in 1882, thought to improve business management by creating four standing committees from among Board members, (1) finance, (2) school management, (3) building, (4) printing and supplies. This was increased to five in 1886. Although the superintendent, appointed for the first time in 1875 functioned in an advisory capacity to all committees, it was not until following the recommendation of the Reavis Survey Report that the superintendent was made executive head of the system, and the number and importance of standing committees reduced.

The study reveals a steady growth in administrative and supervisory staffs. Above all, it reveals increasing recog-

nition of the importance of the position of the building principal who has come to be regarded as the top-rating field-man or the superintendent.

Improvement in the qualifications of teachers is shown in Table V reported herewith:

Certificate Held	Year 1916	Year 1926	Year 1936
Collegiate .....	65	208	296
First Class .....	54	287	322
Second Class ..	454	405	338
Special .....	40	45	56

Salaries have improved to the point where Winnipeg teachers are among the best paid in Canada. Forms of agreement have been made satisfactory to both parties thereto. Teachers organizations have been encouraged and indirectly have had an important influence in framing school policy.

An extensive chapter devoted to the elementary school curriculum indicates that since 1910 there has been continuous adaptation to modern requirements both in the matter of study and in the methods of instruction and management of children. Provisions for individual differences, activity programmes, child study, adjustment classes, free medical inspection and health advisement are but some of the more recent means to improvement.

D. S. W.

## SUMMER SESSION 1951

### Sports Report

**I**NTERSPERSED between lectures and assignments were a variety of sports in which the graduate students of the faculty participated.

A baseball game between the ladies and men, refereed by Dean Woods, saw the beginning of the summer's activities. The resident students made fine use of the tennis court, Isabel Rex being one enthusiast who was seldom out-ranked.

A softball game and other sports provided a pleasant opportunity of fun for everyone after a very relaxing trip on the S. S. Kenora to Lockport. After Education challenged Arts and Science

students of the University Summer School, two very interesting softball games were played. The better team won, of course.

Those ardent golfers who took time off to participate in the Summer School Golf Tournament must have enjoyed their game to the extent that an appraisalment of results was unnecessary.

#### *Sports Committee*

GRACE CAMPBELL  
VERNON PETERS

### Summer Session Social Report

**T**WO main activities provided the program for the socially minded at the 1951 Faculty of Education Summer Session.

Monday, July 23, boating fans boarded the S. S. Kenora for an enjoyable trip to Lockport and returned by chartered bus.

The annual Summer Session Banquet was held at Moore's Restaurant, August 15. Mr. Lightly introduced the head table which included the Hon. W. C. Miller, guest speaker of the evening,

Dr. and Mrs. Woods, Dr. R. O. MacFarlane, Dr. and Mrs. Hugill, Prof. and Mrs. Katz, Dr. and Mrs. Stein, Miss Mustard, Mrs. Lightly, Rev. Father Meagher, Mr. D. S. McIntyre and Mr. W. Booth. Mr. McIntyre proposed a toast to the Faculty and Dr. Woods replied. Dr. MacFarlane brought greetings from the Department of Education. On behalf of the class, Glenn Nicholls thanked the guest speaker for his interesting and informative talk. Entertainment was provided by Marvin Johnson, pianist, and Mrs. Jim Allen, vocalist, accompanied by Tom Meadows.

A highlight of the evening was the presentation of a hunting jacket to Dr. Woods in appreciation of his services over the past years. The gift was presented by Mr. Booth on behalf of the entire 1951 Summer Session. Mrs. Woods received a bouquet of roses. Dr. Woods' expression of thanks brought the banquet to a close.

#### *Conveners*

ELIZABETH RITCHIE  
TOM MEADOWS  
ISOBEL REX

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## SUMMER SESSION 1951

FIRST ROW—left to right: Mr. A. L. Stevens, Mr. Vernon Peters, Inspector W. Booth, Miss I. Rex, Dean Woods, Mr. R. Lightly, Miss M. Mustard, Dr. H. L. Stein, Mr. G. Nicholls, Miss G. L. Campbell, Miss E. Ritchie, Prof. J. Katz, Miss S. Faggetter.

SECOND ROW—left to right: Sister Christina, Sister Rita Maureen, Sister Bernadette Cecilia, Sister Corinne, Sister Alphonse, Mrs. Everall, Miss R. Mitchell, Miss Allan, Mrs. O. Flatt, Miss P. Taylor, Miss M. Nelson, Miss M. McCrimmon, Miss I. Patterson, Mr. T. Meadows.

THIRD ROW—left to right: Sister Marie Ignace, Sister Andre Joseph, Sister Tougas, Sister Monchamp, Mr. G. B. Fenton, Mr. J. Allen, Miss E. Kierman, Miss R. Faryon, Miss C. Finlay, Miss J. Rorke, Miss B. Olmstead, Mr. R. Quarnstrom, Mr. F. Hastings, Miss W. Smith, Mrs. M. Sorensen, Miss J. Campbell.

FOURTH ROW—left to right: Mr. H. T. Beggs, Mr. G. Frose, Mr. C. F. Crowe, Mr. J. E. Terischuk, Mr. J. D. MacFarlane, Mr. F. Johnston, Mr. J. Chalaturnyk, Mr. G. C. Sim, Mr. C. Marshall, Mr. R. Gordon, Miss R. King, Mrs. A. Grady, Miss C. Scott, Miss Y. Samuel, Mr. J. Peters.

FIFTH ROW—left to right: Mr. E. Sozansky, Mr. V. Penner, Mr. J. I. Warkentin, Mr. G. W. Sadler, Mr. D. Slater, Mr. G. A. Warren, Miss M. Mills, Mr. H. J. MacDonald.

MISSING FROM PICTURE—Mr. G. W. Battershill, Mr. D. S. McIntyre, Rev. R. Meagher, Miss M. Miller, Sister Bleau, Sister Bolton, Sister Brodeur, Mr. C. R. Babb, Mr. C. T. Bailey, Mr. J. Martin, Mr. W. Cutforth, Sister Clinton, Sister Dorge, Sister Landry, Sister Longpre.



# THE DIPLOMA YEAR 1951 - 1952

## CLASS OFFICERS

<i>Senior Stick</i> .....	JOHN D. SMITH, B.Sc., U. of M.
<i>Lady Stick</i> .....	LORRAINE MIDDLETON, B.A., U. of M.
<i>Treasurer</i> .....	FATHER J. J. TOPPINGS, B.A., Loyola College
<i>Secretary</i> .....	FLORENCE LEE, B.A., U. of M.
<i>U.M.S.U. Representative</i> .....	ROBERT BENNETT, B.A., U. of M.
<i>Social Representative</i> .....	ALBERT KROEKER, B.A., U. of M.
<i>Men's Athletics</i> .....	LESLIE KOLT, U. of M.
<i>Women's Athletics</i> .....	BETH BASTIN, B.A., U. of M.
<i>Brown and Gold Representative</i> .....	MARJORIE WILLIAMSON, B.A., U. of M.
<i>Debating Representative</i> .....	ALAN BROWN, B.A., U. of M.
<i>Manitoban Representative</i> .....	LUCILLE SHIRTLIFF, B.A., U. of M.
<i>Dramatics</i> .....	JEAN MARSLAND, B.A. U. of M.

NAME	DEGREE HELD	COLLEGE AND UNIVERSITY	ELECTIVE SUBJECTS
Aitchison, James W. G. ....	B.A.	United C.	English, Maths, History
Bastin, Beth .....	B.A.	U. of M.	Geography, English, Art, P.T.
Bennett, Robert L. ....	B.A.	U. of M.	Latin, English, French
Berringer, Maureen V. ....	B.A.	U. of M.	French, Latin
Brown, Alan F. ....	B.A.	United C.	English, History, P.T.
Day, Corinne V. ....	B.A.	United C.	English, French, Art, Music
DeJersey, Harold R. ....	B.A.	United C.	English, Maths, Art
Dyma, Donald L. ....	B.A.	United C.	English, Science, Medicine
Friesen, David A. ....	B.A.	U. of M.	English, Music, Maths, Science
Hall, Theresa G. ....	B.A.	St. Paul's	English, Maths, Latin
Hamblin, Jean B. ....	B.A.	U. of M.	English, Music, French
Hardy, James .....		U. of M.	Maths, Science
Ketchen, Joyce K. ....	B.A.	St. Mary's	English, French, History
Kolopenuk, M. Roy .....	B.Sc.	U. of M.	Maths, Science
Kolt, Leslie L. ....		U. of M.	Maths, Science, P.T.
Kowalchuk, Harold .....		U. of M.	Maths, Science
Kroeker, Albert C. ....	B.A.	U. of M.	English, History, P.T.
Lee, Florence .....	B.A.	U. of M.	Maths, Science, P.T.
Marsland, N. Jean .....	B.A.	U. of Sask.	History, Art
McKee, William J. ....	B.A.	United C.	English, Music, History
Middleton, R. Lorraine ....	B.A.	U. of M.	English, History
Mihalchuk, George J. ....	B.Sc.	U. of M.	Science, Maths, P.T.
Neil, Lawrence R. ....	B.A.	United C.	English, French
Phillips, George H. ....	B.A.	St. John's	English, History, Art, P.T.
Protz, Walter .....	B.Sc.	U. of M.	Science, Maths, Music
Reid, Patricia M. ....		U. of M.	Home Ec., Art, English
Rempel, Norma H. ....	B.A.	U. of M.	Music, Geography, History
Renton, William G. ....		U. of M.	French, History, English
Sheehan, Mary T. ....	B.A.	U. of M.	Latin, English, Maths
Shirtiliff, Lucille M. ....	B.A.	U. of M.	English, History, Geography
Sigurdson, G. Margaret ....	B.A.	U. of M.	English, History, Music, French
Sigurdson, Paul A. ....		U. of M.	Latin, English, History
Small, I. Margaret .....	B.A.	Brandon C.	Maths, English, P.T.
Smith, Carl F. ....	B.A.	U. of M.	English, Latin, Music
Smith, John D. ....	B.Sc.	U. of M.	Science, Geog., Agriculture
Somerville, R. Calvin .....	B.A.	United C.	English, Latin, History
Standing, Hudson R. ....	B.Sc.	U. of M.	Science, Maths

NAME	DEGREE HELD	COLLEGE AND UNIVERSITY	ELECTIVE SUBJECTS
Toppings, Rev. J. J. ....	B.A.	Loyola C.	English, Science, Latin
Wice, Elmer L. ....	B.A.	U. of M.	English, History, P.T.
Wiens, Frank ....	B.A.	U. of M.	English, History, Maths
Wilcox, Elizabeth M. ....	B.A.	U. of M.	English, French, Music
Williamson, Marjorie E. ....	B.A.	U. of M.	Latin, English, French
Woods, Ruth C. ....	B.A.	U. of M.	Latin, French, Maths

## The Summer Session Enrolment

GRADUATE COURSE—JULY-AUGUST, 1951

NAME	DEGREE HELD	ADDRESS
Allan, Kathleen E. ....	B.Paed.	169 Kitson St., Norwood
Allen, James A. ....	B.A.	Flin Flon, Manitoba
Babb, Charles R. ....	B.A., B.Sc.	69 Kingston Row, St. Vital
Bailey, Cecil T. ....		1223 Clifton St., Winnipeg
Battershill, G. William ....		Flin Flon, Manitoba
Beggs, Harold T. ....	B.A., B.Ed.	Ste. 5, Elsinore Apts., Winnipeg
Booth, Wilfrid G. ....	B.A.	Dauphin, Manitoba
Campbell, K. Jean ....	B.Sc. (H.Ec.)	178 Queenston St., Winnipeg
Campbell, Grace L. ....	B.A.	178 Queenston St., Winnipeg
Chalaturnyk, John ....	B.Sc.	Beausejour, Manitoba
Crowe, Charles F. ....	B.A.	726 Broadway Ave., Regina, Sask.
Cutforth, William W. ....	B.Ed.	Swan River, Manitoba
Everall, Kathleen ....		Dauphin, Manitoba
Faggetter, Shirley E. ....	B.Sc.	525-14th St., Brandon, Manitoba
Faryon, Ruth M. ....		Neepawa, Manitoba
Fenton, Gordon B. ....	B.A.	858 Ebby Ave., Winnipeg
Finlay, Charlotte M. ....	B.A.	Dauphin, Manitoba
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Grady, Anne ....	B.A.	761 Jubilee Ave., Winnipeg
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Johnston, Floyd ....	B.A.	Swift Current, Sask.
Kiernan, Esther T. ....	B.A.	Southey, Sask.
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Lightly, Robert W. ....	B.A.	419 Beaverbrook, Winnipeg
MacDonald, Hanford J. ....		Shilo, Manitoba
MacFarlane, John D. ....	B.Sc.	145 Oakwood Ave., Winnipeg
Marshall, Clarence E. ....	B.Sc.	Flin Flon, Manitoba
Martin, James C. ....	B.A., B.Ed.	898 McDermot Ave., Winnipeg
McCrimmon, Marie E. ....	B.A.	363 Scotia St., Winnipeg
McIntyre, Duncan S. ....	B.Ed.	521 Clifton St., Winnipeg
Meadows, Thomas C. ....	B.Sc.	Minnedosa, Manitoba
Meagher, Rev. Robert W. ....	B.A.	St. Paul's College, Winnipeg
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Mills, Marion ....	B.A.	236 Montrose Ave., East Kildonan
Mitchell, Ruth R. ....	B.A., B.Ed.	365 Queenston St., Winnipeg
Nelson, Margaret E. ....	B.A.	Carberry, Manitoba
Nicholls, Glenn H. ....	B.A.	Flin Flon, Manitoba
Olmstead, Bernice E. V. ....	B.A.	Gregg, Manitoba
Patterson, Ida J. ....	B.A.	42 Kingston Row, St. Vital
Penner, Peter V. ....	B.A.	208 Oakland, Winnipeg
Peters, Jacob J. ....	B.A.	Steinbach, Manitoba

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Quarnstrom, Roland .....	B.A., B.Sc.	130 Ashland Ave., Winnipeg
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Ritchie, Elizabeth .....	B.Sc. (H.Ec.)	75 Young St., Winnipeg
Rorke, Jean L. ....	B.A.	1026 Grosvenor Ave., Winnipeg
Sadler, George W. ....	B.Sc. (Hons.)	Pine Falls, Manitoba
Samuel, Georgina R. ....	B.A.	531 Cambridge, Winnipeg
Scott, Catherine .....	B.A.	15 Millicant Apts., Winnipeg
Sim, George .....	B.A.	765 Home St., Winnipeg
Smith, Winnifred H. ....	B.A.	262 Duffield St., St. James
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Stevens, Alfred L. ....	B.A.	254 Linden Ave., East Kildonan
Taylor, Patricia R. ....	B.A.	228 Montrose Ave., East Kildonan
Tereschuk, James E. ....	B.Sc.	Neepawa, Manitoba
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Sister Alphonse .....	B.A.	252 Dubuc St., Norwood
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Sister M. Charles-Auguste .....	B.A.	321 Cathedral Ave., St. Boniface
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Sister Marie Ignace .....	B.A.	Forget, Sask.
Sister Mary St. Mark .....	B.A.	Regina, Sask.
Sister Rita Maureen .....	B.A.	St. Mary's Academy, Winnipeg
Sister Therese M. Brodeur .....	B.A.	St. Mary's Academy, Winnipeg

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Anderson, Allan A. ....		Kahana, Joseph .....	B.A.
Arnason, Terry A. ....	M.A.	Krelaty, Nicholas .....	B.A.
Baird, Elsie .....	B.Sc. (H.Ec.)	MacLennan, Edith M. ....	B.A.
Boyd, Harlaine .....	B.A.	McDonald, Lucy M. ....	
Bull, Marjorie J. ....	B.A.	McWilliams, Daniel .....	B.A.
Carmichael, John A. ....	B.A., B.S.A.	Michael, Jean C. ....	B.A.
Cox, Evelyn D. ....	B.A.	Miller, Lorne A. ....	
Crofts, Irene .....	B.A.	Nelson, Bertha E. ....	B.A.
Dewar, Elsie C. ....	B.A.	Neufeld, Cornelius C. ....	M.Sc.
Dickson, Barbara E. ....		Palmer, Frank L. ....	B.Sc.
Dyck, William A. ....	B.Sc.	Perlmutter, Sydney .....	B.A.
Fisher, H. Eleanor .....		Preston, Arthur M. ....	B.A.
George, Mary .....		Ritchie, Beatrice .....	B.A.
Glover, Roberta J. ....	B.A.	Scott, Rae M. ....	B.A.
Grady, Anne .....	B.A.	Sera, Irvin .....	B.Sc.
Harrison, Margaret .....	B.A.	Sherebrin, Anne .....	
Harvey, Muriel M. ....	B.A.	Smith, Isabelle B. ....	B.A.

NAME	DEGREE HELD	NAME	DEGREE HELD
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Stewart, Jack C. ....	B.A.	Wells, Geoffrey ....	B.A.
Storch, Rudolph A. ....	B.Sc. (C.E.)	Wherret, K. Audrey ....	B.A.
Tataryn, Michael W. ....		Wilmot, Hope E. L. ....	

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Coleman, Charles C. ....	B.A.	Lee, Margaret E. ....	B.A.
Davis, Fanny M. ....	B.A.	Meagher, Rev. Robert W. ....	B.A.
Glowe, Matthew ....		Metcalfe, Florence ....	B.A.
Hawkes, Zia ....	B.A. (Hons.)	Patterson, John G. ....	B.A.
Hockley, Winona G. ....		Smith, Winnifred H. ....	B.A.
Kuzyk, Andrew G. ....	B.A.	Tessler, Nena ....	B.A.

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Baragar, Frederick D. ....	B.A.	MacDonald, Agnes ....	B.A.
Borland, Lloyd S. ....	B.A.	McIvor, Neil M. ....	B.A.
Cornelius, Rodney R. ....		Miller, Sarah ....	
Dotten, Victor S. ....	B.Ed.	Pugh, Mary M. ....	
Fenton, Gordon B. ....	B.A.	Scurfield, Jack M. ....	B.Ed.
Fraser, John A. ....		Shaw, E. Marjorie ....	B.A.
Fraser, Mabel J. ....	B.A.	Smith, Kathleen ....	B.A.
Glowe, Matthew ....		Speers, Margaret ....	B.A.
Green, Walter A. S. ....		Stark, Philip J. ....	B.A.
Harper, Hilton C. ....	B.Ed.	Whiteside, Robena ....	B.A.
Harrow, Jessie ....	B.A.	Wolfe, Albert A. ....	B.A.
Hjartarson, Eric ....	B.Sc.		

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Armstrong, John H. ....	B.A.	Labovich, Irvin ....	B.A.
Arnett, Emerson L. ....	B.A.	Laurie, Robert A. ....	B.A.
Arnold, Elizabeth J. ....	B.A.	Lint, Walter S. ....	B.Sc. (Hons.)
Babb, Charles R. ....	B.A., B.Sc.	Merlevede, Jean A. ....	B.A.
Baker, Laura D. ....	B.A., M.Ed.	Miskolcy, Josephine ....	B.Ed.
Belyea, W. Herbert ....		Pratt, Winona E. ....	B.A.
Bendit, Ethel ....	B.A., B.Ed.	Reilly, Allen L. ....	B.A.
Bothe, John ....	B.Ed.	Ryckman, Allan J. ....	B.A.
Browning, Joseph H. ....	B.Sc.	Scarth, Robert I. ....	
Burns, Maxwell W. ....		Scurfield, Ralph T. ....	B.Sc.
Calverley, Earl M. ....	B.Sc.	Smith, Emily P. ....	B.A., B.Ed.
Campbell, Grace L. ....	B.A.	Somerville, Miriam M. ....	
Costantini, Donald ....	B.Sc., C.E.	Storch, Rudolph A. ....	B.Sc. (C.E.)
Douglas, Charles E. ....	B.A.	Tataryn, Michael W. ....	
Flett, Catherine ....		Toews, Benno ....	B.A., B.D.
Goplin, Doris ....	B.A.	Unkauf, Lila M. ....	B.A.
Grady, Anne ....	B.A.	Venour, E. Doreen ....	B.A.
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Kagan, Frances ....	B.A.	Krelaty, Nicholas ....	B.A.



## Dauphin Autumn Course, 1951

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Booth, Wilfred G. ....	B.A., B.Ed.	Box 470, Dauphin
Brummitt, Dorothy .....		219-4th Ave., Dauphin
Chrustie, William P. ....		Swan River
Cutforth, William W. ....	B.A., B.Ed.	Swan River
Dale, Austin A. ....	B.A.	Gilbert Plains
Denham, Sydney B. ....	B.A.	McCreary
Dyck, John .....	B.Sc.	Russell
Geisel, Mabel A. M. ....		Makinak
Graffin, Gretta .....	B.A.	Russell
Gunson, Robert M. ....	B.A.	Grandview
Hrushowy, John .....		Sifton
Kirk, Veronica N. ....	B.A.	Winnipegosis
Martin, E. Lluellen .....		Box 62, Dauphin
McDermott, Lloyd A. ....		Dauphin
McNeill, Raymond J. ....		R. R. 1, Dauphin
McPherson, Angus M. ....	B.Sc.	38-5N. E., Dauphin
Meadows, Thomas C. ....	B.Sc.	Roblin
Nicol, Arthur R. ....	B.A.	Box 5, Angusville
Perrins, Waldorf A. T. ....	M.A.	Swan River
Riley, Ann L. ....		137-8th Ave., S.W. Dauphin
Sak, Mary .....		Dauphin
Schmidt, Leonard E. ....	B.A.	Swan River
Sklepowich, Helen .....		R. R. 5, Dauphin
Slobodzian, John .....	B.A.	235-3rd Ave., N. E., Dauphin
Sutton, Richard J. ....	B.Sc.	Box 450, Dauphin
Tindall, Frank I. ....		233-4th Ave., N. E., Dauphin
Walker, William E. ....		R. R. 2, Dauphin
Waters, Muriel W. ....		R. R. 2, Dauphin
Wright, Dorothy .....	B.A.	Russell

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Brownridge, Dorothy J. ....		R. R. 2, Brandon
Criddle, Barbara .....	B.A.	R. R. 4, Brandon
Danyluk, Peter .....		Elkhorn
Demchuk, Josephine C. ....		Cromer
Fitton, Marjorie .....	B.A.	605-14th St., Brandon
Flatt, Bernice J. ....		Killarney
Forfar, Mary M. ....		R. R. 2, Brandon
Gibson, Jack H. ....	B.A.	Minnedosa
Gibson, Betty .....		1023-8th St., Brandon
Greaves, Winifred .....		253-5th St., Brandon
Hamilton, Gladys A. ....	B.A.	253-5th St., Brandon
Jones, Anne G. E. ....		Rivers
Kandall, Ena R. ....		Forrest
Koester, Charles H. ....	B.A.	Shilo
MacDonald, Hanford J. ....	B.A., B.Ed.	Shilo
MacDonald, Mary M. ....	B.A.	Box 364, Minnedosa

NAME	DEGREE HELD	ADDRESS
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Morrow, Jean I. ....		230-23rd St., Brandon
Peach, John W. ....	B.A.	Pipestone
Peden, William J. ....	B.A.	716-12th St., Brandon
Rankin, Della .....		Shilo
Rankin, Eleanor .....		Brandon
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Stroud, Joyce L. ....		Killarney
Sumner, Donald S. ....	B.A.	337-17th St., Brandon
Taylor, Gilberta .....		115-15th St., Brandon
Turner, Ruth .....		Hayfield, Man.
Vidal, Haraldur V. ....	M.A.	Killarney
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Wood, Marjorie A. ....		Wawanesa, Man.

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COURSE 702—PRINCIPLES OF EDUCATION (Dr. D. S. Woods)

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Braun, Ernest H. ....	Winkler
Brown, Frank .....	B.A. Box 395, Winkler
Brown, Peter .....	B.S.A., B.Ed. Box 114, Winkler
Doerksen, John L. ....	Box 381, Winkler
Dyck, Isaac .....	Altona
Dyck, Peter .....	R. R. 3, Box 37, Winkler
Dyck, John .....	R. R. 3, Box 12, Winkler
Enns, Anne H. ....	Rosenfeld, Man.
Enns, Nancy L. ....	R. R. 3, Box 37, Winkler
Enns, Frank F. ....	Box 66, R. R. 2, Winkler
Friesen, Helen .....	Winkler
Funk, Otto D. ....	Box C, Rosenfeld
Giesbrecht, Lawrence .....	Box 521, Altona
Goertzen, Henry H. ....	Box 192, Plum Coulee
Hamm, John .....	B.Sc. Box 384, Altona
Hildebrand, Gerhard .....	Box 86, R. R. 2, Winkler
Klassen, Peter F. ....	Halbstadt, Man.
Lee, Archie W. ....	B.A. 847 Mulvey, Winnipeg
Loewen, Helen .....	Plum Coulee
Loewen, Gertrude .....	Plum Coulee
Neufeld, Henry .....	Plum Coulee
Penner, Peter F. ....	B.A. Box 443, Altona
Penner, Peter V. ....	B.A. Box 354, Winkler
Redekopp, Tina .....	Gnadenthal, Man.
Reimer, Clifford .....	Winkler, Man.
Siemens, George G. ....	B.A. Box 371, Winkler
Voth, John A. ....	Morden
Warkentin, Tiena V. ....	Box 535, Winkler
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Winter, David .....	R. R. 1, Box 44, Gretna

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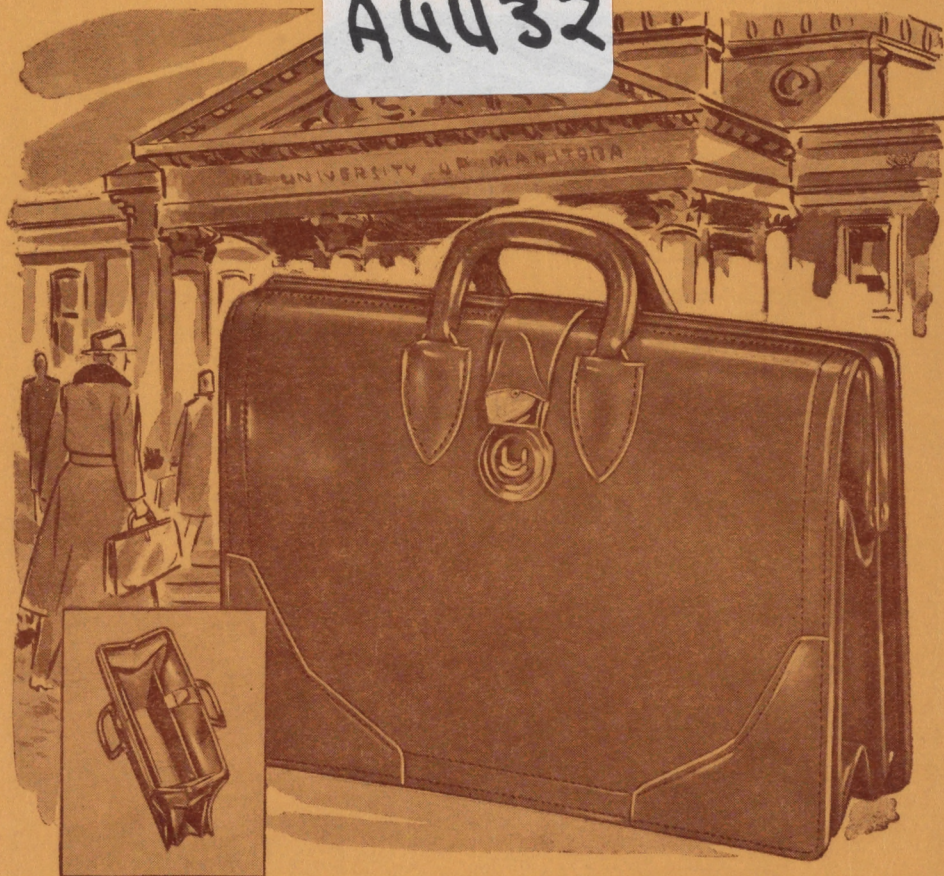


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